**SDP 22-25**

**Background Info**

Sperrinview School currently caters for 132 pupils with severe learning difficulties, from 4 to 19 years. The pupils are drawn from South and East Tyrone.  Sperrinview is a co-educational, inter-denominational, controlled, day school.

Due to insufficient accommodation, it was not possible for Sperrinview to offer any places to pre-school or most new pupils this year.  Pre-School pupils have been placed in a Specialised SEN Class in St Patrick’s PS Annaghmore and some P1 & P2 pupils in a Specialised SEN Class in Dungannon PS.

The Main purpose-built school, located less than one mile from the centre of Dungannon, was first occupied in September 1996 and officially opened in September 1997.  A two-phase extension comprising four new classrooms, a sensory room, a teaching kitchen, bathroom and bedroom and a leisure area, was completed in May 2012.  Pupils moved into phase one at the beginning of December 2010 and into phase 2 at the beginning of September 2012.  Two additional mobile classrooms were placed on site during the 2014-2015 year and a replacement mobile in the 2015-2016 year.  A teaching Pod was placed onsite in Dungannon last Summer to accommodate the needs of 2 pupils.

As there is no potential for further expansion on the Dungannon site, a temporary measure was put in place in the Youth Resource Centre in Cookstown for pre-school pupils for September 2021.  Those pupils are now in P1 and remain in this location.

It is hoped that EA will be able to secure and prepare further accommodation, which will meet the needs of the pupils from September 2023.  This will be an interim measure, until a more permanent solution can be found.

The Dungannon campus is well equipped, and has several specialised rooms including one for each of the therapists, ie Speech and Language, Occupational and Physiotherapist.  There is also a sensory garden and woodland classroom, as well as recently upgraded specialised play areas [including a green gym], a sensory intervention room, white room, soft playroom and a library.  
  
The Principal, Vice Principal, 21.2 full-time equivalent teachers [including a second VP 0.5 non-teaching] and 57.4 full-time equivalent classroom assistants, combine to plan and implement programmes for pupils.   
  
In addition, the therapists [referred to above] have input, as per recommendations in pupils’ statements of special educational needs.  A number of other people including the secretary, caretaker, kitchen staff, supervisory assistants, cleaners, bus escorts and drivers also make valuable contributions to school life.  
  
The main school population is divided, on the basis of age, into 21 classes.  Circumstances have dictated that there are a small number of exceptions to this arrangement.

The Junior section of the school includes pupils from J1, J2, J3, J4, J5, J6, J7, J8, J9 and Rainbow.  Middle school consists of Classes Sunshine, MA1, MA2, M1 and M2 and the senior school comprises Classes Starlight, SA1, SA2, SA3, S1 and T1.  We also have a Nurture Room - Butterfly

**Roles and Responsibilities**

**Principal - Paula Jordan**Head of Safeguarding, Oversight of all Classes, Annual Governors' Report to Parents, Secretary to Board of Governors, Prospectus, School Register, Admissions, Budget, Policies, Transfer, Transition, Leavers' and Annual Reviews, School Inventory, Child Protection

**Vice Principal - Ruth Walker**DT Dungannon and Cookstown, Head of Cookstown Facility, Head of  M1 & M2, Induction to Cookstown, Student Placements Cookstown, Subbing for Cookstown, BoG Teacher Rep, Staff Handbook, First Aider, Curriculum, Pastoral Cookstown, Child Protection, SLD Mainstream Support

**Vice Principal – John O’Hare** DT Dungannon, Head of MA1, MA2, SA1, SA2, SA3, Induction to Dungannon, BT & EPD Teacher/Tutor, Student Placements Dungannon, Subbing for Dungannon, Risk Assessments, Team Teach, Transport, Behaviour Support, Rights Respecting Schools, Pastoral Dungannon, Child Protection, My Well-Being Citizenship, Anti-Bullying

**Senior Teacher – Shaunagh Duffin** DDT Dungannon, Head of Post 16 Provision (S1 & T1), 52-week Contracts, Transition, First Aider, Exams Officer, Child Protection, My Thinking Employability, Coffee Mornings, Hospitality, Accreditation  
  
**Senior Teacher - Julie Coert**DDT Dungannon, Head of J3, J4, J6 & J7, 52-week Contracts, BT & EPD Teacher/Tutor, My Communication Joint Head of Literacy Team, Child Protection, Well-Being for Parents and Staff, Child Protection

**Senior Teacher Niamh Harley** DDT Cookstown, Head of J1 & J2, Social Media, First Aider, My Communication Joint Head of Literacy Team, Child Protection

**Senior Teacher - Kerrie Cunniffe** SENCO, Head of Rainbow, Starlight, Sunshine & Butterfly, Transfer, Transition, Leavers' and Annual Reviews, ASD Lead, My Communication Communication, Assessment

**Senior Teacher – Michelle Tolan** Parental Engagement, Head of J5, J8 & J9, SeeSaw, First Aider, My Thinking Joint Head of Numeracy, Assessment

**Kila McGuckin**  
My Body Play-Based Learning and Outdoor Play, Charities

**Amy McFarland** My Well-Being Art, Noticeboards, Art competitions

**Margaret Higgins** My Thinking Activity-Based Learning, Reading Schemes

**Danielle Douglas** My Body PE, swimming, Sports Day, Sporting Events, RDA

**Claire McClelland** My Well-Being RE, Sacraments, Assemblies, Religious events

**Catherine Savage** My Well-Being HE, Well-Being for Parents and Staff

**Amy McHugh** My Body PE, Sporting Events

**Heather Rowe** My Communication PMLD, Library

**Laura Grimley**                
My Well-Being Citizenship, Anti-Bullying, Rights Respecting Schools

**Kyle Reid** My Thinking WAU/Science & Technology, White Room, Technology, Young Enterprise

**Cecilia Broomfield** My Communication Joint Head of Literacy - Makaton, reading Schemes

**Poppy Kemp** My Body  PD/PDMU & RSE

**Paula Kennedy**  
My Well-Being Behaviour Support, Eco Schools

**Mark Ferguson**  
My Well-Being Music & Drama, Productions, Festival, Feis, QUEST, Q-Skills, Team Teach

**Brian Duffy**My Communication ICT, Manual Handling, Front Screen  
**Mary McGaffin** My Communication Sensory/OT Champion, Sensory Circuits, SIR

**Joe Lavery** My Thinking Joint Head of Numeracy, Sensory Garden, Forest Schools, Shared |Education

**Management Structure**

**Miss Paula Jordan  Principal**

**Ms Ruth Walker  Vice Principal/Head Cookstown Facility/Head of M1 & M2/SLD Mainstream Support**

**Mr John O'Hare  Vice Principal/Head of MA1, MA2, SA1, SA2, SA3**

Miss Niamh Harley J1 (Snr Teacher/ Head of J1 & J2)

 Miss Mairead Kelly, Mrs Joanne McElhatton, Miss Niamh Corrigan

Mrs Kila McGuckin J2

Mrs Fiona O'Connor/Mrs Angeline Mansfield, Miss Sabrina Teague, Miss Clayre Evans

Mrs Julie Coert J3 (Snr Teacher/ Head of J3, J4, J6 & J7)

Mrs Una Field, Mrs Julie Gormley, Miss Sarah McGorry

Mrs Amy McFarland J4

Miss Sophie Cruickshank, Mrs Janine Givan, Mrs Nicki Rankin

Mrs Michelle Tolan (Snr Teacher/Head of J5, J8 & J9) /Mrs Margaret Higgins J5

Mrs Janet Montgomery/Mrs Marie Hegarty, Mrs Claire Hutton, Mrs Teresa Clarke

Miss Danielle Douglas J6

Miss Diane Shilliday, Mrs Roisin Fee, Mrs Ashleen Monteiro

Miss Claire McClelland J7

Mrs Louise Campbell/Mr David Hill, Miss Liodhach Girvan

Mrs Catherine Savage J8

Mrs Ann Kelly/Miss Anna Gamble, Mrs Mary Gilligan, Mrs Alison McCann/Miss Leona McCann

Miss Amy McHugh J9

Mrs Marcella Devlin/Miss Katie Higgins, Miss Elisha Gervin, Mrs Cheryl Coleman

Mx Heather Rowe Rainbow

Mrs Mairead Laverty/Mrs Sarah Bleeks, Mrs Sharon Johnston, Mrs Jenny Sharkey/Mrs Avril Capper

Mrs Laura Grimley Sunshine

Miss Eibhlinn Kennedy, Miss Niamh Bullock, Mrs Sandra Cuddy

Miss Kerrie Cunniffe MA1 (Snr Teacher/Head of Rainbow, Sunshine, Starlight & Butterfly)

Miss Britney Graham, Mrs Martina Daly/Ms Jodie McQueen, Miss Hollie Watterson

Mr Kyle Reid MA2

Mr Emmett Mallon, Miss Ellie McCann, Mrs Melanie Falls, Mr Caleb Coert/Miss Katie Higgins

Mrs Cecilia Broomfield/Mrs Margaret Higgins M1

Miss Noeleen Vallely, Mrs Lorna McGahie/Miss Katie Higgins

Miss Poppy Kemp M2

Mrs Wendy Hobson/Miss Katie Higgins, Mrs Hazel McCammon

Mrs Paula Kennedy Butterfly

Miss Grace Maye/Mrs Patricia Tyres

Mr Mark Ferguson Starlight

Miss Helen Courtney, Mrs Wilma Clarke/Miss Kira Donnelly, Miss Clare Mulgrew

Mr Brian Duffy SA1

Mrs Siobhan Conlan, Mr Frank Bakker, Miss Jordyn Heatherington

Mrs Mary McGaffin SA2

Miss Sarah McKee, Mr Luke Dynes

Mr Richard Brown SA3

Mrs Fiona O'Connor/Miss Mairead Kelly

Mr Joe Lavery S1

Mrs Eileen Gervin, Mrs Hazel Turner, Miss Charlene McKernan

Mrs Shaunagh Duffin (Snr Teacher/Head of S1 & T1)

Mrs Dawn Harvey, Mrs Anne Marie Murphy/Mrs June Stafford, Miss Joanna Conn

Mr Conor Gilligan - Float

Mrs Joy Conn-Marshall Senior Clerical Officer Dungannon

Mrs Attracta Marron Clerical officer Cookstown

Mr Colin Hamill Building Supervisor Dungannon

Miss Grace McCullough Building Supervisor Cookstown

Mrs Orla McAnenly, Miss Denise Dickson, Mrs Aga Kobrzynska Lunchtime Supervisors

**Code**

**Principal and VPs**

Senior Teachers

Teachers

Classroom Assistants

Clerical Staff

Building Supervisors

Lunchtime Supervisors

**Regulations**

**School Ethos**

**1** A Statement and evaluation of the ethos of the school

Summary/Assessment

During the 2021-2022 year, 10% of the teachers were employed on a temporary basis.  This does not take account of the number of substitute staff required to deal with COVID and seasonal sickness.  
During the 2021-2022 year, 80% of the classroom assistants were employed on a temporary basis.  This does not take account of the number of substitute staff required to deal with COVID and seasonal sickness.

**Vision**:  
In Sperrinview we are a school community who offer a quality education where all will be enabled to learn new and exciting skills, encouraged to explore a world of possibilities and empowered to reach for the stars!

**School Motto**:  
"Where Pupils Come First"

**Ethos and Environment**:  
Welcoming  
Happy and caring  
Organised and well-equipped  
Facilitating learning  
Opportunities for fulfilment  
Challenging and stimulating  
Peaceful and calm  
Enriching experiences  
Listening to all  
Developing self

**In Sperrinview we aim to**:  
Provide quality, child-centred, holistic education  
Promote communication  
Develop personal and independent living skills  
Celebrate achievement, building self-esteem and confidence  
Foster links with families, schools and our local and global communities

**In Sperrinview we value:** Nurturing Attitudes A welcome for All

Working as a Team

Respectfulness

Loving Approach

Empathetic Views

Supportive Approaches

Consistency

Understanding Outlook

Kindness

Child-Centred Approach

Caring Manner

Appreciation

Evaluation

We conduct a survey of all stakeholders every three years, the most recent being in March and April 2022.  
The ethos was evaluated by pupils, parents, staff, governors, link schools and other external link agencies as part of the consultation process for this School Development Plan [SDP].

The Covid Pandemic meant that for more than 2 years, there were no parents or visitors in school and the majority of our links with other schools and the community could not happen.  For parents, link schools and external agencies who already were involved with us, they understood the welcome and caring ethos of the school.  For anyone new to the school, this would not have been so apparent, especially for new parents who had all meetings via Zoom or telephone and who could only visit school when it was closed to pupils.  Also pupil access to the community was unable to take place following COVID risk assessment.

There was strong support from all stakeholders as to the welcoming, caring ethos. To support this evidence the following statements are taken from the survey:

**Pupils** "Learning in my class is fun.”

"I feel safe."

**Parents** "Inclusive welcoming environment for children and their families.” "The school is like a big family.” "It's such a loving environment for my child and others.” "The caring and support that is provided to not only the students but at the home as well.  Nothing is ever too much if a parent asks..." "Helping in every way they can for the child and their needs."

**Staff**  
"The desire to put children first and at the heart of everything we do."  
"Every member of staff goes all out to help every child in our school.  We are working in some very hard conditions but still love to go to work every day and support our students, work colleagues and parents."  
"Always putting the pupils and their needs first." "The children are at the centre of everything that we do.  We have great relationships with them and always put them first." "Warmth and care towards all students and their families." "Being flexible and looking out for colleagues." "Good teamworking." "The friendly, welcoming atmosphere."

**Governors**:  
100% of Governors feel welcomed, valued and respected in the school.  
"My role as a Governor feels ever more important..." "An opportunity to support a great school."

**External Links**: "The desire by staff to put children first and at the heart of everything we do." "The desire by staff to support pupils, parents and families." "Child-centred"

Priority Areas for Development

Improvement of staff attendance Staff feeling valued and respected Well-being and welfare of staff actively promoted by SLT Attendance meetings to take place as appropriate Staff commitment to whole school issues, not just own class issues

**Curriculum Review**

##### 2a A summary and evaluation, including the use of performance and other data, of the school’s strategies for: Learning, teaching, assessment, and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communications Technologies (ICT)

##### Summary/Assessment

During the 2021-2022 year, 10% of the teachers were employed on a temporary basis.  This does not take account of the number of substitute staff required to deal with COVID and seasonal sickness.

During the 2021-2022 year, 80% of the classroom assistants were employed on a temporary basis.  This does not take account of the number of substitute staff required to deal with COVID and seasonal sickness.

At Sperrinview we adhere to and supplement the statutory requirements of the NI Curriculum.

During 2018-2019 teachers had engaged in Professional Dialogue meetings. We had discussed assessment and curriculum.  The discussion on curriculum led to talk about Thinking Skills and Personal Capabilities and the need for a more ‘skills-based’ curriculum.  This was as far as we got before COVID.

However, COVID gave us the opportunity to organise a range of online training such as Hirstwood Multi-Sensory Training, Total Communication, Observations and Barry Carpenter's Complex Needs for all staff

As with most schools, we used the Recovery Curriculum from **April 2020-June 2021.**The Recovery Curriculum was an excellent way to help children come back into school life, acknowledging the experiences that they had had**.** There was also time to think and develop new ideas. SLT met to look at the models and choose or adapt one to suit our specific needs.

During 2020-2021 in professional dialogue sessions with staff we decided that a skill-based approach would best meet the needs of our pupils.  The main question we asked was:

"What are the priorities for our children?”

The main answers were: Communication and Independence

We then asked: "Does the NI Curriculum allow us to work on these skills?" "How can we meet our statutory requirements AND focus on the key areas?"

Following much discussion with staff, parents and our District Inspector, we decided to base the Curriculum on 4 areas and indicate where the NI Curriculum areas would fall within this:

**My Communication**                   **Literacy, The Arts, Using ICT**, PECs,  Makaton, Attention Autism, Pre-Requisite

Skills   
**My Thinking**                                **Numeracy, World Around Us, TS&PC**, play-based learning  
**My Body**                                         **PD/PDMU, PE**, Safeguarding, feeding, self-help, personal care, OT self

regulation, sensory circuits  
**My Well-Being**                             **PD/ PDMU  The Arts. RE**, Mental health, self-regulation, yoga, outdoor play,

sensory garden

We decided to Pilot the New Curriculum with **2** classes in term 3 of 2020-2021.

Planning formats were tried by SLT for junior, senior and  PMLD classes   
**Long term plans**: Annual My Class Overview.  My Class Routines.  Annual Overview of topics (monthly)  
**Medium Term** - Monthly Plans for My communication My Thinking My Body. My Well-Being  
**Personalised Plans** for classes in specific areas (particular to classes or phases) eg play, Attention Autism etc  
**Weekly** - the Monthly Plans are actually 4 separate weeks

In 2021-2022 we implemented the new curriculum: Teachers were given permission to try out ideas, but submitted plans were monitored and feedback has been given.   
Currently no hard and fast rules about where subjects are placed - sometimes music is communication, sometimes well-being or even thinking  
We have included all of our teaching day in our plans. While pupils are in school they are learning.

Review:                                                                                                                                                                                                                                                                                                                                                                                SLT to have a strategic day to review the year to date Teachers will be surveyed for feedback, but generally they seem happy. In reality, what we were doing in school and in the classroom has not changed significantly.  The difference is that our planning and paperwork reflects the excellent practice.

For each area of learning the school maintains a policy, a bank of **Learning Intentions** and IEPs twice a year for each pupil. **Lines of progression** are in various stages of completion for Literacy, Numeracy and ICT.

In devising plans, teachers take cognisance of the prescribed programmes of study for each subject and the individual needs of each pupil. Teachers refer to the individual Statements of Special Educational Needs as appropriate.

The use of ICT is promoted throughout the school, from the use of cameras/iPads to record pupils’ work and activities, switches to promote cause and effect and communication, to the use of interactive white boards, plasma screens, Apple TVs, iPods and iPads, PCs and laptops and Augmentative and Assistive Communication devices to access the curriculum and information.

The teachers of Sperrinview are committed to applying a range of teaching and learning strategies that are fit for the purpose intended. In Sperrinview we recognise the individuality of pupils’ learning needs, provide equality of opportunity and access for all pupils; develop lines of progression which maintain breadth, balance, relevance and coherence; maintain an emphasis on active learning through thinking, doing and problem-solving, make pupils’ learning relevant to the community in which they live; promote independence at an appropriate level for all; constantly enrich learning resources; use a variety of teaching strategies, monitor progress and recognise and reward achievement at all levels.

We undertake baseline [at the beginning of each school year], formative [continuous assessment within class which guides learning content and approach] and summative [recording of overall achievement at a particular time] assessment and from each we hope to use the information in a diagnostic sense to set and review individual and class targets on a regular basis.

In Sperrinview we strive to make every child feel valued and we actively seek to foster strengths in any areas. We try to raise pupils’ self-esteem by encouraging and praising them as appropriate for  
learning and positive behaviours and pupils’ achievements are regularly celebrated.

Evaluation

Each subject leader carries out at least one observation in each of the three blocks of the school [junior, middle and senior] each year, to observe learning and teaching in their area of responsibility.

Subject leaders gained a greater overall understanding of the progression of their subject throughout the school during the 2021-2022 school year, following training with Joan Henderson.  
They were able to extract elements of good practice and these were shared with all teachers in term 3.  
IEPs are evaluated on an ongoing basis.  
Minutes from SLT and teacher meetings.  
Learning and Teaching Policy and Assessment, Recording and Reporting Policy.

To support this evidence the following statements are taken from the 2022 Stakeholder Survey:

**Pupils**  
"Learning in school is fun."

**Parents** The majority of parents feel that the teaching is good or better and that the curriculum is interesting and meaningful to their children. "They cater to the needs of my child.” "I am very happy with what the school is doing."

**Teachers and Staff** Teachers and staff are happy with the new curriculum, although small tweaks are still being made. "Caters for children's specific needs.” "The dedication and perseverance of staff to help pupils achieve even the smallest of tasks independently."

Priority Areas for Development

Subject Leaders need to take cognisance of their role in improving the whole school

Continuity and progression in all subject areas needs to be clearer to all.

Providing pupil feedback

Provide opportunities for pupils to plan, review and evaluate their work.

##### 2b: A summary and evaluation, including the use of performance and other data, of the school’s strategies for: Providing for the special, additional or other individual educational needs of pupils

##### Summary/Assessment

During the 2021-2022 year, 10% of the teachers were employed on a temporary basis.  This does not take account of the number of substitute staff required to deal with COVID and seasonal sickness.

During the 2021-2022 year, 80% of the classroom assistants were employed on a temporary basis.  This does not take account of the number of substitute staff required to deal with COVID and seasonal sickness.

The provision of a range of support mechanisms to meet the individual needs of pupils has been a major strength of the school for a number of years and recognised as such by pupils, parents, staff and the wider community as well as ETI in former inspections.

In Sperrinview, all staff are committed to providing for the special, additional or other individual educational needs of the pupils.  
Classes are generally divided on the basis of age; however, there are some exceptions to this to ensure that individual needs are appropriately met. Staff are deployed to best meet the needs of  
the individual pupils.

All staff are trained in a variety of techniques and skills to meet the diverse individual needs of the pupils and to ensure that we provide a disciplined, happy environment in which every pupil can strive for full academic, personal, social and spiritual potential.

There is a nurture class in middle school and one in senior school for those pupils who display severe and persistent challenging behaviours and who are assessed as meeting the need for Nurture.

There are two classes, one in junior and one in senior block, for pupils with PMLD. These classes have smaller pupil numbers and higher staff ratios.

Counting the classes above, there are ten classes in junior school, six in middle school and five in senior school.  The majority of pupils have a diagnosis of Autism Spectrum Disorder and a growing number of pupils also have challenging behaviours.

The two youngest classes are based in Cookstown Youth Resource Centre as there is no capacity to move them to Dungannon at present.

There are currently 133 pupils in the school, all of whom have severe or profound learning difficulties.

Of these 68.14% are on the Autistic Spectrum, 11.11% have profound and multiple learning difficulties, 26.67% have severe and persistent challenging behaviour and 14.81% have Epilepsy of which 65% are on emergency medication.

##### Evaluation

Annual, transition and transfer review paperwork. Teaching and Learning Policy, Autism Policy, PMLD Policy, Administration of Drugs Policy, Guidelines for the Management of Pupils with Severe Challenging Behaviours Policy and Individual Care Plans.

During the survey undertaken by school in April 2022, the following was noted:

**Pupils** "My teacher helps me to do my best"

**Parents**  
"Child is cared for and well looked after.” "Helping in every way they can for the child and their needs…” "I am very happy with what the school is doing."

**Staff**  
100% of staff feel that pupils are encouraged to reach their full potential 90.81% of staff feel that the quality of teaching is good or better. 94.2% of staff feel that pupils are offered a broad and balanced curriculum throughout the school.

**Governors**  
100% of Governors felt that the quality of teaching is good or better.  
100% of Governors felt that pupils are encouraged to work to the best of their ability

Priority Areas for Development

Recommence out of school experiences post COVID

Promote self-evaluation across the school.

Curriculum planning to ensure continuity and progression.

Recommence Community integration.

**2c** A summary and evaluation, including the use of performance and other data, of the school’s strategies for: Promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils

Summary/Assessment

During the 2021-2022 year, 10% of the teachers were employed on a temporary basis.  This does not take account of the number of substitute staff required to deal with COVID and seasonal sickness.

During the 2021-2022 year, 80% of the classroom assistants were employed on a temporary basis.  This does not take account of the number of substitute staff required to deal with COVID and seasonal sickness.

Healthy living is promoted throughout the school.

Home Economics, Personal Development/Personal Development and Mutual Understanding, Relationships and Sexuality Education and Physical Education classes promote a healthy lifestyle.

PE had to take place outdoors in good weather, in corridors and in classrooms for the entirety of the 2019-2022 SDP, as EA used the PE Hall as an additional classroom due to lack of suitable alternative accommodation.  This has made the teaching of PE much more difficult.

Policies on Play and Activity-Based Learning and Healthy Eating also complement a healthy lifestyle.

The provision of a healthy menu from Edendork PS school kitchen and the healthy options available at breaktimes also assist in our aim to be a healthy school., However, the loss of our own dedicated kitchen to cater to the individual needs of the pupils was greatly felt when the school cook retired and was not replaced.

A wide range of opportunities to exercise are provided to pupils through timetabled PE lessons and through the provision of external sports coaches, eg soccer, GAA, Disability Sports NI, swimming, Riding for the Disabled etc.  During COVID, no external coaches were able to visit the school and in the 2021-2022 school year, RDA were unable to find volunteers so horse riding could not take place.

Pupils also participate in sporting activities with other schools eg Rotary Club Football, Swimming Galas, Zumbathons etc.  These sessions with other schools are only beginning to resume after COVID.

The school has extensive grounds comprising a variety of age-appropriate playgrounds, a MUGA, a sensory garden, an adventure playground, a green gym and a woodland classroom. These are all used by classes to promote the use of outdoor facilities and enhance a healthy lifestyle.

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, “Co-operating to safeguard children and young people in Northern Ireland” (DHSSPSNI, 2017), the Department of Education (Northern Ireland) guidance “Safeguarding and Child Protection in Schools” Circular 2017/04 (amended September 2019; updated June 2020) and the SBNI Core Child Protection Policy and Procedures (2017).  
  
The following principles form the basis of our Child Protection Policy:  
  
The child or young person’s welfare is paramount;  
The voice of the child or young person should be heard;  
Parents are supported to exercise parental responsibility and families helped stay together;  
Partnership;  
Prevention;  
Responses should be proportionate to the circumstances;  
Protection; and  
Evidence based and informed decision making.  
  
Adult Safeguarding    
Adult safeguarding is based on fundamental human rights and on respecting the rights of adults as individuals, treating all adults with dignity and respecting their right to choose. It involves empowering and enabling all adults, including those at risk of harm, to manage their own health and well-being and to keep themselves safe. It extends to intervening to protect where harm has occurred or is likely to occur and promoting access to justice. All adults at risk should be central to any actions and decisions affecting their lives.  
We are committed to:  
•     Ensuring that the welfare of vulnerable adults is paramount at all times.  
•     Maximising the student’s choice, control and inclusion, and protecting their human rights.  
•     Working in partnership with others in order to safeguard vulnerable adults.  
  
We will follow the procedures outlined in this policy when responding to concerns or disclosures of abuse relating to our students who are 18 years or over.

Staff are updated annually in these areas and are totally committed to safeguarding the needs of the children and young people in our care. Ms Ruth Walker is the Designated teacher for Child Protection in Cookstown and Mr John O'Hare in Dungannon.  Mrs Shaunagh Duffin and Mrs Julie Coert are the Deputy designated teachers. Mr Ken Montgomery is the Governor with responsibility in this area and Miss Paula Jordan makes up the final member of the Safeguarding Team.

The school’s Pastoral Care Policy is an umbrella policy which incorporates Child and Vulnerable Adult Protection, Promotion of Positive Behaviour, Anti-Bullying, Induction, PD/PDMU plus other policies relating to the pastoral care and well-being of students, staff and volunteers.

Pupil attendance is generally good but is frequently impacted on by the complex medical needs of some of the pupils.  COVID also had a huge impact on attendance levels.

TWO of the teachers, Mrs Julie Coert and Ms Ruth Walker, has responsibility for Parental Engagement in the school. They consult with teachers in all classes regarding attendance as appropriate. They will act on issues in need of attention or in certain instances relieve the class teacher to deal with matters. They also arrange meetings between parents and teachers and covers or arranges cover in class while the teacher attends.  The two ladies**​**liaise with the parents of those pupils who are too unwell to attend school and provide them with materials and resources termly.  Throughout COVID, work was arranged, both online and practical resources, to be provided for those pupils who were not in attendance.

The school maintains regular contact with the EWO and submits referrals to this team as appropriate.

The Promotion of Positive Behaviour policy provides guidance and school rules for all involved in the school. This policy is complemented by several others, including, Guidelines for the Management of Pupils with Severe Challenging Behaviour and a Reasonable Force and Safe-Handling Policy.  Sperrinview is also a Rights Respecting School, which complements this work.

Staff in each class, work with pupils to devise class charters, in addition to the school rules. These follow the guidelines for positive behaviour management and Rights Respecting Schools which are employed throughout the school.  With the addition of a Behaviour Team, Mr O'Hare, Ms O'Donnell and Mr Duffy, staff can meet with the class teams to discuss behavioural issues and devise suitable behaviour plans.  These are then agreed with parents prior to implementation.

A behaviour cluster group across the 5 Southern Region Special Schools, have devised a bank of resources and training materials which is available for each school.  They are also in the process of producing similar materials for parents.

Evaluation

Child Protection Policy, Vulnerable Adult Protection Policy, Promotion of Positive behaviour Policy, Reasonable Force and Safe Handling Policy and Pastoral Care Policies

The following statements are from the recent 2022 surveys:

**Pupils:**                                                                                                                                                                                                            "Yes you look after me and make sure I am safe."

**Parents**:  
"Child is cared for and well looked after" "It's such a loving environment for my child and others." "The school makes my child feel safe and happy.  They go above and beyond."

**Staff**:

100% of staff stated that the school supports pupils who have challenging behaviours. 100% of staff stated that they are aware of the school's procedures relating to safeguarding and Child Protection. 93.75% of staff stated that "All staff ensure that the Pastoral Care, health and educational needs of all children are met effectively." 100% of staff agree that the attendance rate of pupils is high 81.62% of staff agree that inappropriate pupil behaviour is dealt with effectively 100% of teachers agree that the school provides a safe and stimulating environment 90.81% of staff agree that we are a health promoting school

**Governors**:  
100% of Governors believe staff deal effectively with behavioural issues in the school.

Priority Areas for Development

Southern Region Special School Behaviour Team to develop additional resources for parents to manage behavioural incidents and issues at home through a Home Hub

Creation of a 2nd Sensory Intervention Room/Space to provide an area that meets the sensory needs of our pupils, especially those with ASD and/or challenging behaviours

Return of the PE Hall to its original use

**2d** A summary and evaluation, including the use of performance and other data, of the schools strategies for: Providing for the professional development of staff

Summary/Assessment

During the 2021-2022 year, 10% of the teachers were employed on a temporary basis.  This does not take account of the number of substitute staff required to deal with COVID and seasonal sickness.

During the 2021-2022 year, 80% of the classroom assistants were employed on a temporary basis.  This does not take account of the number of substitute staff required to deal with COVID and seasonal sickness.

The school provides extensive and effective investment in staff development. In line with the Staff Development Policy, The programme identifies priorities for training, both within the school primarily and through the use of a staff audit undertaken during staff reviews to identify training and development needs of individuals, the priorities outlined in the School Development Plan and the PRSD targets for each cycle] and without [ie responding to priorities laid forth in documents such as ESaGS and TTI as well as other publications and initiatives that emerge from DE], and along with other statutory training  requirements eg Child Protection, medical updates, manual handling training, Team Teach etc.

Having identified those priorities, staff development is delivered in a variety of contexts, including: the use of formal training during School Development and Baker Days, conducted both by our own staff and external agencies; the sharing of good practice; opportunities given to staff to participate in subject/area development teams to address a range of issues for the school [including the drafting of whole school policies and developments]; joint training days/sharing of good practice with other special schools, including the joint Southern Region Cluster Groups; attendance at external training events and supporting staff seeking to extend their own professional development.

All training that is attended, both internal and external, is evaluated by the participating staff and by the SLT to determine the improvements in the quality of learning and teaching that will follow from the training. Staff are expected to provide feedback and cascade information to other relevant staff following attendance at training.

Evaluation

During the COVID Pandemic, very little external training was available to staff however training on virtual platforms eg Teams, Zoom etc, became the main means of accessing training.  This was used extensively by staff in the school.

Staff evaluations of all training activities. Training certificates  
In-school staff training  
Outcomes of professional dialogue sessions

Priority Areas for Development

Updated training package for new staff

More training opportunities for staff

Staff "buddy" system for new staff to provide support.

**2e** A summary and evaluation, including the use of performance and other data, of the schools strategies for: Managing attendance and promoting the health and well-being of staff

Summary/Assessment

During the 2021-2022 year, 10% of the teachers were employed on a temporary basis.  This does not take account of the number of substitute staff required to deal with COVID and seasonal sickness.

During the 2021-2022 year, 80% of the classroom assistants were employed on a temporary basis.  This does not take account of the number of substitute staff required to deal with COVID and seasonal sickness.

The Board of Governors of Sperrinview School are committed to providing a caring and supportive school environment which recognises that members of staff are individuals whose personal well-being is of value to the education of the children and the smooth running of the school.

Staff health and welfare is an essential part of this.  
We ensure that all staff are treated fairly, consistently and with sensitivity during times of illness. We promote and encourage an attendance culture which recognises that good staff attendance  
enhances the learning experiences of the pupils. We maintain confidentiality of information. We raise awareness of the Staff Care Service and its supportive role. The Principal conducts a  
Return to Work interview with all members of staff following any absence due to sick leave.

Staff well-being is promoted in a number of ways:

Governors and SLT appreciation of the staff’s valuable contribution to all aspects of school life; distribution of staff welfare literature from EA Southern Region; training on stress management, health and well-being [eg School Development Day]; an open door policy by the Principal and Vice Principals; pamper and fun sessions for staff as well as blocks of eg Yoga/exercise classes for staff before or after school.

Evaluation

During COVID, staff attendance dropped significantly.  Many staff were absent from school due to being classed as vulnerable because of their own health issues, or having to care for children or elderly relatives who were vulnerable.

Once school returned fully at the beginning of the 2021-2022 school year, staff attendance dropped further.  This was due to the significant numbers of staff who developed COVID, had to care for children or vulnerable adults with COVID, or who were either partially vaccinated or unvaccinated.  This had a huge impact on the school during terms 1 & 2 as, following risk assessments, classes had to be closed at very short notice due to lack of sufficiently trained and appropriate staff.  This was very distressing for pupils and parents as well as for school staff.

Staff Health and Well-Being Policy, Guidelines for Safe Contact with MRSA, Health and Safety Policy, Health Care for Staff Policy, Policy on Pupils and Staff who are sick, Staff Absence Policy

Staff Care Service (EA Southern Region)

Paperwork from Back-To-Work Interviews

**Staff**                                                                                                                                                                                          90.81% of staff believe that staff attendance is poor

**Parents**                                                                                                                                                                                                       "I find if they had less disruption and change eg closing classes with very little notice or preparation to explain to your child changing of staff etc due to staff being off."

"Consistency of staff"

Priority Areas for Development

Improvement in staff attendance

Teamwork sessions

Well-Being activities for staff

##### 2f A summary and evaluation, including the use of performance and other data, of the schools strategies for: Promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies

During the 2021-2022 year, 10% of the teachers were employed on a temporary basis.  This does not take account of the number of substitute staff required to deal with COVID and seasonal sickness.

During the 2021-2022 year, 80% of the classroom assistants were employed on a temporary basis.  This does not take account of the number of substitute staff required to deal with COVID and seasonal sickness.

At Sperrinview we seek to promote real and ongoing communication between home and school as a vital component of each child developing his/her potential. We endeavour to give parents greater understanding of their child’s learning difficulties and allow an open exchange of information and support.

Outside COVID times we have an open-door policy to allow parents ease of access to Principal, Vice Principals and teachers (during non-teaching times). If parents have any queries or concerns they may contact the Principal by phone or an interview can be arranged.

One of the best things to come out of COVID was that the school moved from home/school books to using the online communication platform "SeeSaw".  Parents and staff love it as it is easy to exchange information, share photos, videos and voice messages.

Parent Workshops are organised each year, based on the areas which parents raise at Parent/Staff Meetings, other conversations and short surveys.

One of our parental supports at Sperrinview is our home-school liaison service which is coordinated by Mrs Coert and Ms Walker.

Prior to the Pandemic, Sperrinview pupils were involved with the wider community in a variety of ways. Each class, with the exception of preschool, had an educational visit once every 2/3 weeks. These visits allowed work to be carried out which complemented the ongoing work in the classroom eg on the termly theme, money skills, social skills etc. Pupils also went on longer educational visits occasionally throughout the year.

A group of post-primary pupils went on a three-day residential once each year, usually to the Share Centre in Lisnaskea. The pupils enjoy learning many new skills, such as archery, climbing, canoeing and becoming more independent.

Southern Region Special Schools organise various joint events for pupils annually eg Swimming Gala, Zumbathon, It's a Knockout, Disco and Formal

Outside agencies visit school, including sports’ coaches, community theatre groups, artists, musicians etc.

We are a member of the Dungannon and Cookstown Area Learning Community and the Principal leads the D&CALC SENCO sub group. We have links with Nursery, Primary, Post Primary, other Special Schools and SWC for a variety of activities, including; curricular, sports, mentoring, social skills, vocational and training.

We provide support on an informal basis to a small number of schools with regard to Autism, behaviour and special needs.  The Principal also acts as Mentor to newly appointed Special School Principals.

Students from secondary schools, South West College, teacher training colleges and nursing courses come to our school for work experience.

We have links with the local business community through Team Enterprise, work experience opportunities for senior pupils, senior class visits to local businesses and visits of local business people to senior school classes to discuss Learning for Life and Work and Employability.

There are numerous links with statutory and voluntary bodies such as:  
Dungannon Community Arts Studio, Moy Riding Centre, AHPs, PSNI, Rotary, Sentinus, Educational Psychology, Clinical Psychology, ECO Schools, Oakridge SEC, Cookstown Adult Centre, Transition Co-Ordinators from Education and Health, CCEA, Careers Service, Autism NI, Charis, Ulster Orchestra, Sporting Organisations, Local Churches etc

##### Evaluation

During COVID most of the inks mentioned above were suspended following risk assessment and advice from EA, DE and PHA.

Some of the links have resumed in term 3 of 2021-2022.

Parent Workshops suffered greatly due to COVID.  In Dungannon there is no available space for training as the PE Hall, the staffroom, the Principal's Office and 2 cloakrooms are all now being used as classrooms.  We organised Zoom training for the parents connected to the Dungannon site on numerous occasions, but it did not prove very successful.  The annexe in Cookstown were still able to carry out face-to-face training with parents as they had sufficient space to socially distance.

Dungannon PS will be providing specialist provision for P1 & P2 pupils with SLD.  St Patrick's PS Annaghmore will provide specialist provision for EYP pupils with SLD.  These provisions are necessary, as due to a lack of sufficient and appropriate accommodation, Sperrinview Dungannon will not be able to accommodate any new pupils in 2022-2023.  The EYP pupils who have been taught in Cookstown Youth Resource Centre during the 2021-2022 year, will be unable to move to Dungannon and will have to remain in Cookstown for P1 during 2022-2023.

Some of the strengths highlighted during the recent survey in April 2022 are as follows:

**Parents**  
"The caring and support that is provided to not only the student but at the home as well.  Nothing is ever too much…” "It feels like an extension of our home life."

**External Agencies** "As a new Principal in Special, Paula has given me invaluable insights and advice over the past 10 months through our Principal Group.  Her staff have also fed into all of the cluster groups, leading to collaboration and sharing of good practice.  This is having a massive impact into the school improvement work going on at Ceara and ultimately leading to a massive improvement in the pupil experiences. "I am inspired by the dedication of the Principal and staff of Sperrinview.” "It would be very difficult to improve."

Priority Areas for Development

Resumption of face-to-face links with parents

Resumption of face-to-face links with schools and colleges

Resumption of community links and those links with statutory and voluntary agencies

Support to Dungannon PS and St Patrick's PS Annaghmore.

Creation of a Parents' Association

##### 2g A summary and evaluation, including the use of performance and other data, of the school’s strategies for: Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.

##### Summary/Assessment

During the 2021-2022 year, 10% of the teachers were employed on a temporary basis.  This does not take account of the number of substitute staff required to deal with COVID and seasonal sickness.

During the 2021-2022 year, 80% of the classroom assistants were employed on a temporary basis.  This does not take account of the number of substitute staff required to deal with COVID and seasonal sickness.

ICT is an integral part of teaching and learning at Sperrinview.  We have resourced each classroom with one or more networked computers, an integrated whiteboard/plasma screen, and at least one  iPad for pupil use as well as one for teachers, These resources are used on a daily basis.

For the purposes of communication, classroom staff and AHP staff work together to ensure that all pupils have an appropriate means of communication.  For many pupils this involves ICT, from simple switches, and Augmentative Assistive communication devices to Eye Gaze technology.

Staff are provided with regular updated training in the area of ICT. This is provided by school staff and staff from the CLASS Centre and C2K. Staff are encouraged to keep updated with ICT developments and undertake online training and video conferencing as part of their ongoing professional development.

We have a school website: www.sperrinviewspecialschool.co.uk. This site provides us with the opportunity to disseminate information and good practice to parents, other schools, services and organisations.

SeeSaw is also used as an online communication support for parents.  Daily news, whole school announcements, photos and videos are shared with and by parents using this medium.

Staff use ICT to attend training and development sessions and to attend Cluster meetings within the Southern Region for a variety of areas, eg Literacy, Numeracy, ICT (annually), Parental Engagement, GRtL, EYP, Rights Respecting Schools, Eco Schools etc (as deemed appropriate by the 5 Principals).

All teachers now have access to a Surface Pro.  This allows preparation and planning to be much easier, outside of school.

School leadership and management use ICT to enhance the communications throughout the school and with parents and external agencies as well as for efficiency and effective meetings with ALC Members, Southern Regional Principals., AHP Managers, EA, DE and PHA.

Evaluation

E-Safety, Internet Policy and ICT Policy

Staff development evaluations

**Parents** "Staff are well trained and have many skills."

**Staff**  
94.12% of teachers feel that ICT is used effectively to support learning and teaching.

**Governors** "SeeSaw, one of the few good things to come out of COVID-19."

Priority Areas of Development

Continued training to ensure staff remain updated with all ICT hardware and software

Training for teachers on the new Surface Pros

Gradual replacement of the Interactive White Boards/Plasma Screens as they near the end of their life span.

**School Finances and Other Resources**

**3a** An assessment of The schools current financial position and its use to support learning and teaching, continuing professional development and school leadership and management

Assessment

Sperrinview has a partially delegated budget and does not fall under the LMS regulations at this time.

Financial allocations concerned with the running of the school and staffing matters remain the responsibility of the Education Authority, Special Education, Southern Region.

Our budget for 2022-2023 year amounts to £147,544.  However, this figure was only received on 16 September 2022, 5.5 months after the beginning of the new financial year.  Although there is an uplift to assist with the cost of electricity, gas, oil, waste and water, these funds will be insufficient to see us through until 31 March 2023.  The majority of our spend this year has already been used to cover the increasing costs of those areas listed above.

The budget and additional allocations are meant to be used to finance the educational resources, exam fees, transport costs, furniture and fittings, cleaning requisitions, maintenance costs etc for the school, as well as the day-to-day running costs eg heat, electricity, water, bin and telephone charges etc.

Priority Area for Development

Set up and furnishing of the new Pod in Dungannon

Set up and furnishing of reconstructed classes

Funding staff development - updates on Team Teach, Manual Handling and Medical Training. Other Staff Training as prioritised.

##### 3b An assessment of The planned use of the schools projected resources during the period covered by the plan in support of actions to bring about improvement in standards

##### Assessment

The remains of the budget during the period of this SDP, will be used to ensure that the curriculum and individual needs of pupils, costs of utilities, maintenance and other running costs are covered.

The Principal and Vice Principals keep accurate records of all finances, seek approval from Governors for spend and work with EA Southern Region in regard to budget.

We are in the very fortunate position in Sperrinview to be based in a community which is very generous. We have a School Fund Account which is used to enrich the pupils’ experiences and provides finance for: Christmas presents and parties; Easter Eggs; theatre company visits; computer software; books; educational visits, classroom extras etc. This account is audited annually.

The financial challenge over the period of this SDP is to keep school utility and maintenance costs as low as possible, though with the current rises in oil, gas and electricity, this is difficult to predict,  
so that we can maintain the annual requisition of educational resources and supplement the cost of the link courses.

##### Priority Areas for Development

Set-up and furnishing of newly reconstructed classrooms

Set up and furnishing of Pod in Dungannon and hopefully one in Cookstown

Set up and furnishing of new temporary classes in Dungannon and Cookstown

Maintain educational resources as required

Creation of a 2nd Sensory Intervention Room/space

Refurbishment of PE Hall to its original purpose

##### Review of School Targets

##### 4 An assessment of the extent to which the school has met its key targets or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises

##### Assessment

**Teaching and Learning**

**​**Additional  Curricular Areas 19-20 Develop a skills-based curriculum 20-21 Implement the skills-based curriculum 21-22 Embed the skills-based curriculum

Covid had many drawbacks for school, however one of the positive things about it was that it gave staff time to discuss and look at what we wanted in a skills-based curriculum.  We had numerous professional dialogue sessions and spent time looking at other schools’ skills-based programmes eg in England.  We spent time discussing our pupils and their needs, what we wanted for them by the time they leave school and how we could best do this.  We took time to devise a programme, "2020 Vision" and then consulted with the remaining staff, Governors and other stakeholders, as well as our DI to ensure that everyone felt we were moving in the correct direction.  During Covid, we introduced the Recovery Curriculum, as did most Special Schools.  Staff participated in online training from Barry Carpenter and incorporated some elements of this into the new "2020 Vision Curriculum".  We introduced the new programme to pupils in 2020 and began embedding this in 2021.

Our new programme is based around 4 areas:

**My Communication:** comprising  Literacy, The Arts, Using ICT, PECs, Makaton, Attention Autism, Pre- Requisite skills

**My Thinking:**comprising  Numeracy, World Around Us TS&PC, play-based learning

**My Body:** comprising PD/PDMU. PE, CP, feeding, self-help, personal care, OT self regulation, sensory circuits​

**My well-being:**comprising PD/ PDMU  The Arts. RE, Mental health, self-regulation, yoga, outdoor play, sensory garden​

Planning and preparation is more time-consuming for teachers but is proving much more effective.  New formats for planning were trialled, discussed, tweaked and tried again.  Staff feel that the new formats are useful and are happy to use them.

Assessment  
19-20 Observation of pupils 20-21 Introduction to PLPs 21-22 PLP implementation

Five teachers were trained in pupil observation in 2019-2020.  Progress was then suspended due to Covid.  In 2021 some discussion took place around PLPs and teachers agreed to trail writing their targets in this way.  These were then shared with Miss Jordan prior to being shared with parents.  Training was to have been provided to SENCOs and then cascaded to staff, but this didn't happen during 2020-2021.  During 2021-2022, DE suggested that schools should not progress implementation of the PLPs until teachers had received training.  In term 3, two teachers attended the PLP training by EA and then cascaded this to the rest of the teachers.  At present PLPs have still not been formally introduced, although we are working in this format.

Core Curricular Areas  
19-20 Numeracy & ICT  
20-21 Literacy & Numeracy  
21-22 Literacy & ICT

Literacy: In 2020-2021 six junior school classes were given additional teacher support to provide 1-1 and small group teaching sessions.  The VP and the pre-school teacher who was to provide the additional support worked together to plan the programme and monitor its progress.  In 2021-2022, the programme progressed to early phonics.  During the school closure period the VP worked to create packs for junior classes and teachers began to include phonics on planners.

Numeracy:  In 2019-2020 the Numeracy co-ordinator attended the Southern Region joint Cluster meetings.  The group created some joint practical resources for homework, and these were shared on the school shared drive for teachers.  They were also to create some resources for a joint Numeracy week, but Covid meant that this work was not completed.  Our own Numeracy Week on Dinosaurs was held in school and plans for one on Space the following year were agreed. In 2020-2021, due to school closure with Covid and the disruption following re-opening and the co-ordinator being on Maternity Leave, very little was accomplished.  Another teacher took over the role, but with cluster meetings on Zoom and often cancelled due to shortages of staff, the planned work was not completed.

ICT:  In 2019-2020 teachers started to use Google Drive and shared drives.  This allowed for staff sharing of information.  Training was to take place with outside agencies, however this had to be suspended due to Covid.  Teachers also looked at alternative ways to communicate with parents as paper was ot to be used and transported between home and school.  Google Classroom was looked at, but staff felt that it was too complicated. Seesaw, after investigation, was chosen as our preferred means of communication with parents.  In 2021-2022 Evidence Me was trialled in some classes as a means of having photographic and video evidence to attach to PLPs.  Staff also created iMovies on iPads to share with parents.

Learning for Life and Work  
19-20 Review the Leavers’ Programme  
20-21 Implement the Leavers’ Programme  
21-22 implement the new the Leavers’ Programme

In 2019-2020, following extensive discussion between senior school teachers, the decision was made to re-examine the leavers' programme in line with the other curriculum changes in the school.    In 2020-2021, senior school teachers began to re-write the leaver's programme.  Work on this was seriously impeded due to Covid.  In 2021-2022, Mrs Duffin joined senior school and took over as Head of that Department.  The Curriculum new curriculum was devised, but with huge disruption as teachers often had arranged to meet but could not due to staff shortages.  The final result means that the senior students in the leavers’ group work mainly on a programme aimed at meeting the needs of young adults.  Part of this programme is accessed through local training services and the local business community.

The main features of the programme are:

**Living  
Learning  
Working  
Relaxing**

Some areas of the programme are externally accredited by eg CCEA and other awarding bodies on the Qualifications and Credit Framework [QCF].

***Child-Centred Provision***  
19-20   ASD provision Two new ASD classes were created in the junior school, set up and resourced, to meet the needs of the pupils.  Schedule resources were created and placed in a shared folder for classes to access.

19-20, 20-21, 21-22 Behaviour & ASD Strategies & Interventions In 19-20 ASD strategies and behaviour protocols were discussed by teachers.  All staff participated in several online trainings specific to ASD and Behaviour from Hirstwood.  The OT worked with teachers to identify the pupils who required and could access the new Sensory Intervention Room (SIR). In 20-21 Parent Workshops were planned but postponed due to Covid.  Induction sessions on ASD took place over Zoom. In 21-22 behaviour plans were devised  and agreed with staff and parents.  Incident forms related to individual pupils were examined to see if there were increases or decreases of issues.  This then allowed the class and behaviour team to plan for the next step where necessary.  A smaller Behaviour Team was created in 22 as it was proving too difficult for the bigger team to meet due to Covid restrictions.  The move to a split site also necessitated different approaches to be used to ensure that all pupils had access to the expertise of the team.                                                                                                                                                                                                                                                                                                                                                                                                                                       20-21, 21-22 Communication & ASD In 2020-2021 Junior and Middle School staff received training on the new PECs packs created and shared with teachers by Miss Cunniffe.  In 2021-2022 some staff had updated training, and some had initial training.  Staff evaluated training and resources and new staff participated in training on ASD Interventions.  Discussions took place around the usefulness of the interventions.  New staff based in Cookstown with pre-school pupils completed Tier 1 ASD training.  A training audit was completed, and 14 classes were specified as ASD specific classes.

Engaging Pupils in their Learning  
19-20 Develop a Nurturing Ethos

A member of staff from BST (Behaviour Support Team) provided support to the teacher in the new Nurture Room.  The Principal and VP received training in Nurture Principles on 04 December.  One pupil was placed full-time into the class and two others spent part of each day in this setting. High standards were set in the class, and they had some success with some challenging pupils.

20-21 Implement the Nurturing Ethos Teachers and CAs received training in Nurture Principles from Sean Irving.  Evaluations from Sean's training included a "class plan" element that set out actions and timeframes for introducing nurturing ideas.

21-22 Embed the Nurturing Ethos New staff received Nurture Training in August.  Regular discussion took place between SLT and staff in Butterfly Room (the Nurture Room).  Nurture status was not achieved as progress was severely hampered due to Covid.

Interventions  
19-20 Develop a Sensory Intervention Room A new Sensory Intervention Room (SIR) was completed with input from OT.  The OT provided training to all staff on the use of the equipment and how decisions were made about which pupils would have priority for use of the room.  Staff using the room with individual pupils reported positive outcomes.  There is more demand for the space than can be accommodated.

***Effective Leadership***  
19-20 Development of SLT Skills Kilronan and Sperrinview SLTs decided to work and learn together.  Sessions on skills needed for SLT members were arranged with Nichola Lynagh.  The first session took place in July 2019, but further sessions were postponed due to Covid.  When the sessions could have continued, they were again postponed in the hopes that the VP from Kilronan, who was off ill, would soon return to school.  The Principal in Kilronan then retired and sadly the VP passed away, so the sessions were never completed.

21-22 Leadership training for all teachers Teachers had received leadership Training a few years earlier, but the growth of he school meant that there were now many new teachers without the training.  It was decided to include all teachers in the training with Joan Henderson.  Four sessions were planned and took place throughout the year.  Teachers then shared good practice in term 3 and a new Subject Leadership work was taken forward with the agreement of new roles and responsibilities and the creation of 4 main curricular teams.

***Staff Development***  
19-20 Develop a Health & Well-Being Team A small team of 4 teachers was already in place, but representation from all departments in the school was necessary to get a balanced view of health and well-being issues and what could be done to address them.  New members volunteered and were brought up to date on developments to date.  Discussion around the content meant that the publication of the policy was delayed.

20-21 Distribute the Policy for Consultation The policy was written but the team did not want to distribute it until they were completely happy with it.

21-22 Implement the Health & Well-Being Programme Two teachers were identified to co-ordinate and lead the team.  Three events were organised and approved by the H&WB Team.  A successful event for staff was completed in term 1 with a coffee morning plus Arts and Crafts, Self-Defence and Empowerment sessions.  In term 2 the focus was on parents.  Each parent was sent a Sunshine Pack - a positive quote, tea, coffee, sweet treat and a candle.  In term 3 a well-being event was organised for pupils, to coincide with the Queen's Platinum Jubilee.  All three events were very successful and well received by all.

Staff Training  
19-20 Attention Autism, Sensory Intervention Room, Manual Handling Update, Team Teach update 20-21 Behaviour & ASD 21-22 Manual Handling Core and Update Training, Team Teach Core and Update Training, Food Hygiene Update

All of the training, core and updates were completed by staff.  Parent Workshops had to be postponed due to Covid regulations, although some took place in Cookstown with pre-school parents as they had enough space to socially distance.  Some Zoom trainings were attempted with parents but these were not particularly successful.  Two teachers were trained as Attention Autism Trainers, but remaining teachers were unable to access training due to Covid.

***School Connected to its Local Community***  
19-20 Parent Workshop for Foundation level A play and stay session took place in term 1 in each class instead of a Christmas Show.  We were unable to hold a show as we had a class in the PE Hall where we would normally perform.  Teachers used a variety of approaches; Attention Autism, Jo Jingles, Sensory stories etc.  The event was very successful in each room.  A Parent Workshop on Behaviour for Junior School parents had been planned for term 3 but had to be postponed due to Covid.

20-21 Parent Workshop for Seniors This did not happen due to Covid.

21-22 Parent Workshop for KS1-4 Again these were not possible due to Covid, however 4 GRtL sessions took place in Cookstown for pre-school parents.

**The majority of action plans were completed successfully, although Covid caused some disruption and changes had to be made.**

**Key Priority Areas to be carried forward to next year**

**Teaching and Learning**

* Assessment in all areas to be reviewed in light of new SEND legislation.
* Training of all teachers in SEND PLP - writing targets for pupils and developing ongoing assessment.
* Developing the core curriculum of My Communication, My Thinking, My Body and My Well-Being to further meet pupil need
* Embed and extend the new School Leavers' Programme in the four areas of Living, Learning, Working and Relaxing

**Child-Centred Provision**

Planning for new accommodation to meet the increasing numbers and needs of pupils in the area.

* Two new Pod classrooms are planned to meet the needs of a small number of pupils with additional needs - one on each site. (2022 and 2023)
* A 6-classroom extension is planned for the Cookstown site (2024/25)
* A 2-classroom extension is planned for the Dungannon site (2023/24)

Supporting SLD pupils in Annaghmore PS and Dungannon PS as necessary.

Developing provision for pupils with ASD and challenging behaviour

**Engaging Pupils in Their Learning**

Developing opportunities for pupil post -Covid to engage in a wider range of fun learning activities (2022/23)

* Music eg drumming, music therapy, Jo Jingles
* RDA
* PE
* Art

Review and revise the PD/PDMU programme and groups to include RSE and online safety (2023/24)

* Shared Education Partnership applied for (2022/23)
* Shared Education Partnership to be commenced on identification of partner schools.

Makaton use promoted throughout the school (2023/24)

**Effective Leadership**

* New Senior Leadership Team appointed and inducted. (2022/23)
* Roles and responsibilities re-allocated (2022/23)
* Leadership training for SLT (2022/23 and 2023/24)
* Safeguarding Team extended and training commenced (2023/24)
* Experienced leaders distributed over the two sites (2023/25)

**Staff Development**

New staff trained in Makaton Awareness (2022/23)

New teachers and key staff to attend Level 1 and 2 Makaton training (2023/24)

SEND and PLP training for teaching staff (2022-2024)

All staff ASD training and parent panel (2022/23)

3 teachers to attend 5-day TEACCH training (Nov 2023)

Online induction introduced for new staff (2023/24)

**School Connected to It's Local Community**

Home School links

* Use of DE funding to provide home teaching for pupils not accessing a full school day
* Support for parents at home from school staff
* Parent Workshops
* PD workshops for post-primary parents (2022-2025)
* Communication and Behaviour workshops for Foundation/KS1 (2022/23)
* Transition workshops for Leavers

Post 16 Links

* New opportunities post-Covid in farming and Judo (2022/23)
* Training placements for leavers (2023/24)

Shared Education

* Links with partner schools to be established (2023/24)

Satellite SLD provision

* Supporting SLD pupils in local mainstream schools (2022-25)

##### School Context

##### 5 An assessment of the challenges and opportunities facing the school

##### Assessment

**Challenges**  
Ever-increasing pupil numbers  
Capacity to only increase the accommodation on the Dungannon site by a maximum of 2 temporary classes The loss of outside space to these new rooms, yet an increase in pupils requiring outdoor space.

The difficulty experienced by EA in finding suitable accommodation in Dungannon or Cookstown to meet the needs of the pupils in a timely fashion The increasing complexity of medical needs of some pupils The increasing severity of behavioural difficulties of some pupils Ability to deal with mental health issues of some pupils Requirements of the Entitlement Framework with reduction and eventual removal of funding Uncertainty of financial capability to pay for South West College and link school courses Uncertainty of budgetary arrangements in coming years Increased engagement within the Dungannon and Cookstown Area Learning Community Cost of maintaining and further developing links with other schools in the current financial climate Difficulty getting mainstream schools to engage in Shared Education with a Special School                                                                                                                                                                                                            Cost of transport to maintain environmental visits to extend pupil learning into the 'real' world Maintaining good and effective relationships and communication with an ever-growing staff High levels of absence among some staff and the pressures this places on remaining staff The ever-increasing difficulties in sourcing appropriate/any substitute teachers and classroom assistants and the difficulties and pressures on long-term staff in dealing with staff who do not have the same level of training as contracted staff. The ever-increasing difficulties in sourcing appropriate/any substitute teachers and classroom assistants and the resulting multitude of difficulties experienced by the pupils when staff are constantly changing and not providing consistency. Loss of professional support from CASS Continued time of change and uncertainty with EA Almost non-existent Post-19 provision for pupils with severe learning difficulties - particularly in the Dungannon/Coalisland area Growing need to support parents in their quest for home support, assistance managing challenging behaviours and to improve post-19 provision Increasing pressure on Governors Managing 2 sites 10 miles apart, building relationships with pupils, staff parents and external agencies for both sites Supporting pupils statemented as requiring Special School placements, but placed in Mainstream Specialist provision due to lack of appropriate accommodation and supporting the staff in these settings.

**Opportunities**  
A strong, supportive school community  
An excellent staff who put pupils’ needs first  
A staff who are well-trained, experienced and supportive  
Excellent AHP support within the school  
A strong, supportive partnership with parents and families  
Excellent resourcing throughout the school  
Excellent outdoor facilities and grounds  
An experienced and supportive Board of Governors  
Expertise and experience from supportive staff within EA Southern Region  
A supportive and generous community  
Strong links with local schools and colleges  
Strong links with other special schools  
Involvement in Dungannon and Cookstown Area Learning Community  
Links with local businesses  
Strong links with an extensive range of professionals  
Strong links with statutory and voluntary agencies  
Strong and supportive links with members of ETI  
Excellent multi-disciplinary working practices within school Increasing experience and expertise of staff and a willingness to share this across the school An increased Senior Leadership Team, bringing new skills, experience and expertise to the team as well as a willingness to try new initiatives Additional funding eg SEND, Engage, Home/School etc which allows us to work in new ways to best meet the needs of all pupils

Priority Areas for Development

Decrease staff absences in school Introduction of 2 additional classes for pupils in Dungannon for Sept 23 Introduction of 6 additional classes for post-primary pupils in Cookstown and move of P1 pupils to Dungannon Sept 23 Re-start of EYP provision in Dungannon  Sept 23 Set-up and introduction a Pod in Cookstown for 1 pupil Sept 23 Continued work with EA Southern Region Estates Management re permanent 2nd site in Dungannon or new school  Continued well-being work with pupils, parents and staff Improved communication at all levels Promotion of self-evaluation throughout school Introduction of new Induction programme for staff Creation of a Parent Support group for school

**Consultation Arrangements**

Arrangements

**6** The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan

The Board of Governors, in conjunction with the SLT designed a survey to consult with all stakeholders in preparation for devising this School Development Plan. The Plan also takes account of circulars, advice and guidance from DE

The survey was then undertaken in March/April 2022 with the following groups:

pupils;  
teaching staff;  
classroom assistants;  
support staff,  
therapy staff;  
parents;  
governors  
external links.

The survey was designed using the Whole School App and offered electronically but was also offered in hard copy for anyone requiring this facility.

The pupil survey was carried out as a circle time activity in classes, but was also available in hard copy with symbols, for those pupils who wished to access it individually.

Results of the survey were collated and shared with all stakeholders through staff meetings and the school website.

Staff also participated in evaluation activities looking at the following areas over the three years of the last School Development Plan- 2019-2022, which was disrupted due to Covid:

Child-Centred Provision  
My Communication  
My Thinking My Body My Well-Being Living  
Learning  
Working  
Relaxing  
Celebration  
Re-Introduction of school/college and external Links

All of this was in light of Post Pandemic circumstances.

Discussions took place around "What do we do well?" and "What could we do better?" in each area.  
The results of the staff activities and the surveys were then used to identify and agree priorities for improvement over the period of the new School Development Plan – 2022-2025, and action plans were devised to try to ensure the successful completion of the plan to secure improvement for the school.

Priority Areas for Development

See Action Plans for:

Teaching and Learning  
Child-Centred Provision  
Effective Leadership  
Staff Development  
A School Connected to its Community

**The School Development Plan and Supporting Action Plans**

**7a** Identification of the areas for development which shall be informed the schools self-evaluation and include: The school’s key priorities of the plan, based on the Department’s priorities for Education

Summary of Priority Areas for Development

Teaching and Learning  
Child-Centred Provision  
Effective Leadership  
Staff Development  
A School Connected to its Local Community

Planned Objectives

**Teaching and Learning**

**Assessment:**                                                                                                                                                                                                                                                                                                                                                                  2022-2023 SEND & PLPs – Introduction 2023-2024 SEND & PLPs - Embed

**My Communication:**  2022-2023 Form a Curriculum Team for this area.  Team to establish Vision and Aims 2023-2024 Team to devise curriculum, guidance and assessment model

**My Thinking:**

2022-2023 Form a Curriculum Team for this area.  Team to establish Vision and Aims 2023-2024 Team to devise curriculum, guidance and assessment model

**My Body:**  2022-2023 Form a Curriculum Team for this area.  Team to establish Vision and Aims 2023-2024 Team to devise curriculum, guidance and assessment model

**My Well-Being:** 2022-2023 Form a Curriculum Team for this area.  Team to establish Vision and Aims 2023-2024 Team to devise curriculum, guidance and assessment model

​**Child-Centred Provision**

**Accommodation:**

                                                                                                                                                                                                                          2022-2023 Set-up of new Pod class in Dungannon for 2 pupils 2023-2024 Set up of new Pod class in Cookstown for 1 pupil and 2 new classes in Dungannon for up 8 pupils each 2024-2025 Set up of 6 new classes in Cookstown for post primary pupils.  Move of Junior pupils from Cookstown to Dungannon site and re-introduction of EYP pupils to Dungannon Site.

**Support Needs:**

2022-2023 Provide support for SLD pupils and staff in Mainstream settings (Annaghmore PS & Dungannon PS) 2023-2024 Develop provision for pupils with ASD and pupils with Challenging Behaviours across both site 2024-2025 Develop new framework for transitioning pupils between sites

**Effective Leadership**

**SLT:** 2022-2023 3 new members of SLT to be appointed and inducted SLT Roles and Responsibilities re-allocated Leadership Training 2023-2024 Continuation of Leadership Training  Safeguarding Team extended and trained 2024-2025 Experienced leaders distributed over 2 sites

**Staff Development**

**ASD:**                                                                                                                                                                                                                                                                                                                                                                                  2022-2023 Whole School Training from Middletown Centre for Autism and Parent Panel 2023-2024 Three teachers to 5-day TEACCH Workshop November 2023 2024-2025 Two teachers to 5-day TEACCH Workshop and whole school sensory training

**Induction:** 2022-2023 Review Staff Induction Programme 2023-2024 Develop updated Induction programme to include online elements

**SEND:**

2022-2023 Appoint SENCO and send on EA SENCO Training

SEND Training from SENCO to teaching staff 2023-2024 Teacher training on PLPs

**A School Connected to its Local Community**

**Home School Links:**

2022-2023 Home Teaching Parental Support at Home Parent Workshops

​**Post-16 Links:**

2022-2023 Investigate new opportunities for Post-16 pupils Establish new School Leavers' Programme 2023-2024 Explore possible links through Shared Education       [​](https://sdp.wholeschool.ie/sperrinviewspecialschool_5316523/Regulations/Statements/1c428359-e476-45a3-8f82-c98ec901fee1) 2024-2025 Link with schools and agencies in Cookstown area

**Satellite SLD Provision:**

2022-2023 Support new provision in Annaghmore and Dungannon PSs 2023-2024 Support any additional Satellite Provision 2024-2025 Support pupils into Sperrinview as necessary

**Shared Education:**

2022-2023 Appoint a teacher to Shared Education Lead Investigate possible post-primary links 2023-2024 Join a Shared Education Partnership 2024-2025 Take part in Shared Education Programme

##### 7b Identification of the areas for development which shall be informed the schools self-evaluation and include: Planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which, in the case of schools other than nursery and special schools, must include targets for raising standards of attainment in communication, using mathematics and using ICT

##### Summary of Priority Areas for Development

##### See Action Plans for: Teaching and Learning Child-Centred Provision Effective Leadership Staff Development A School Connected to its Community

##### Planned Objectives

##### See Action Plans

##### 7c Identification of the areas for development which shall be informed the schools self-evaluation and include: The actions to be taken to achieve the outcomes mentioned at sub-paragraph (b) and the final dates for completion

##### Summary of Priority Areas for Development

**Teaching and Learning**

**Assessment:**

Introduction of new SEND Legislation and PLPs.

**Curriculum:**

Create a Curriculum Team in each of the following 4 Areas - My Communication, My Thinking, My Body and My Well-Being

Each Team to devise Vision and Aims for their area as well as curriculum guidance and an assessment model

**Child-Centred Provision**

**Accommodation:**

Set up and staff 2 new Pods - Dungannon for 2 pupils, Cookstown for 1 pupil

Set up 6 new post-primary classes in Cookstown

Re-introduce EYP to Dungannon and set up 2 new primary classes

**Support:**

Provide support for pupils and staff in Satellite Provision in Annaghmore and Dungannon PSs

Develop provision for pupils with ASD and Challenging behaviours on both Sperrinview sites

Develop a new framework for transitioning between Dungannon and Cookstown sites at P7/Yr 8

**Effective Leadership**

**SLT:**

Appoint 3 additional senior leaders

Agree roles and responsibilities for each member of the SLT and the teaching staff

Participate in leadership training.

Extend the Safeguarding Team and access training for new members of this Team.

Share experienced SLT staff across both sites.

**Staff Development**

**ASD:**

Whole School ASD Training and Parent Panel

3 Teachers to be trained in 5-day TEACCH Workshop in 2023-2024 and 2 further teachers in 2024-2025

Whole School Sensory Training

**Induction:**

Review the Induction Package for new staff

Devise a new Programme, to include some online materials

**SEND:**

Appoint a SENCO and access EA SENCO Training

SENCO to train teachers in new SEND Legislation

SENCO to train teachers in the creation and use of PLPs

**A School Connected to it's Community**

**Home School Links:**

Home Teaching for pupils unable to access school at present

Parental Support at Home

Parent Workshops on a range of Issues

**Post-16 Provision**

Search for new opportunities for pupils at Post-16

Devise a new updated Leavers' Programme

Explore possible links through Shared Education

Link with agencies and schools in the Cookstown area

**Satellite Provision:**

Provide support to pupils and staff in Annaghmore and Dungannon PSs

Provide support to pupils and staff in additional Satellite Provisions

Support pupils moving into Sperrinview from other provisions

**Shared Education:**

Appoint a lead teacher for Shared Education

Investigate possible PP links

Join a Shared Education Partnership

Participate in a Shared Education Programme

**​**

##### Planned Objectives

##### See Action Plans

##### 7d Identification of the areas for development which shall be informed the schools self-evaluation and include: The financial and other resources available to the school to be used in support of the actions identified at the sub-paragraph (c) to achieve the outcomes at sub-paragraph (b)

##### Summary of Priority Areas for Development

**Teaching and Learning:**

Assessment

Curriculum

**Child-Centred Provision:**

Accommodation

Support

**Effective Leadership:**

SLT Development

**Staff Development:**

ASD

Induction

SEND

**A School Connected to it's Community:**

Home School Links

Post-16 Provision

Satellite Support

Shared Education

##### Planned Objectives

The partially delegated budget for the 2022-2023 year was not agreed, as Stormont was not sitting and no budgetary allocations could be agreed.  We were advised by EA of an Indicative Budget of £147,545

As far as possible the school’s financial plan has been aligned with the areas identified for improvement in the Action Plans;

There will be an additional POD on site in Dungannon in September 2022 to accommodate the needs of 2 pupils with ASD and Severe and Persistent Challenging Behaviours.  One will access the POD in the mornings and one in the afternoons.

There will be an additional POD on site in Cookstown in September 2023 to accommodate the needs of 1 pupils with ASD and Severe and Persistent Challenging Behaviours.

Set-up of 6 new Post Primary classes in Cookstown September 2024 and the change of the 2 current classes to be used as a PE Hall, Dining area and Assembly Hall.  Some other smaller rooms in the current building will also have to be re-purposed

Return of 1-2 EYP classes to the Dungannon site September 2023

Set-up of two new classrooms in Dungannon for Primary pupils and the return of the staffroom September 2024

Resources for all classes

Staff Training, where appropriate

Funding for courses

Substitute cover to allow Curriculum Teams to work together, to allow staff to attend training and to work in Southern Region Special School Cluster Groups

Substitute cover to allow Home School Links to continue

##### 7e Identification of the areas for development which shall be informed the schools self-evaluation and include: The arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan

Summary of Priority Areas for Development

The School’s Action Plans identify the people responsible for delivering, monitoring and evaluating each of the targets.

The focus will be on evaluating outcomes (measured against the Success Criteria identified for each target) rather than evaluating the processes utilised to deliver the outcomes.

Progress will be monitored and evaluated at regular teachers’ meetings and by the Senior Leadership Team.

The Principal will report formally on progress on the School Development Plan to the Board of Governors at each Governors' meeting.

Curriculum Leaders will be asked to make presentations regarding their areas of responsibilities at Governors' meetings on a timetabled basis

Planned Objectives

See Action Plans